UNIVERSITY OF FLORIDA

 COLLEGE OF NURSING

 COURSE SYLLABUS

 SUMMER 2023

COURSE NUMBER NGR 6612

COURSE TITLE Family Nurse Practitioner: Complex Family Health Care

CREDITS 3

# PLACEMENT DNP Program: Family Nurse Practitioner Track

PREREQUISITE NGR 6350 Family Nurse Practitioner: Women, Adolescents,

 and Children

 NGR 6350L Family Nurse Practitioner: Adults, Women,

 Adolescents, and Children Clinical

CO-REQUISITE NGR 6612L Family Nurse Practitioner: Complex Family Health

 Care Clinical

FACULTY Brenda W Dyal, PhD, DNP, APRN, FNP-BC

 Clinical Associate Professor

Office: HPNP 2219

Office Phone: (386) 688-2820 9am – 6pm; (text and ID as NGR 6612 student)

Office Hours: 11am - 1 pm on Wednesday via Zoom by appointment

Email: bdyal@ufl.edu

**\***Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

COURSE DESCRIPTION This course provides the student with the knowledge base for the management of adults with age-related changes and complex health comorbidities. Students consider relevant theories, resources, client preferences, evidence-based treatment recommendations, and potential drug synergies and interactions in the development of comprehensive treatment approaches for adults with complex, chronic and unstable health problems. Strategies for optimizing specialist collaboration and client transitions between home, acute care, and chronic care facilities are developed. Clinical implications of the aging process and end of life care are also included in this course.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Integratefunctional assessment and knowledge of normal physiologic and psychologic age-related changes into the development of comprehensive assessment plans of adults with complex health comorbidities.

1. Utilize appropriate theoretical and evidence-based approaches to develop and evaluate comprehensive health care plans for adults with complex health comorbidities.
2. Analyze the primary care provider role for the client who requires multiple specialists

 and/or who transitions between health care settings.

COURSE OBJECTIVES (continued)

4. Develop pharmacologic treatment approaches that consider cost, altered drug metabolism in aging persons, adverse drug interactions, and drug synergism for adults with selected complex health comorbidities.

5. Analyze communication and ethical issues in complex client care situations with clients from diverse backgrounds, including levels of education, and varying views of illness and treatments.

6. Develop strategies to facilitate family and client quality of life at the end of life.

7. Analyze the impact of legal, political, economic and sociocultural factors on access and utilization of health care services for clients and families.

COURSE SCHEUDLE

 Faculty Section Day

 Dyal 7E75 Web-based

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

# TOPICAL OUTLINE

1. Clinical implications of the aging process
2. Assessing and enhancing functional status in older adults
3. End of life/palliative care approaches
4. Management of clients with complex and unstable health conditions such as acute coronary syndrome, pulmonary embolus, acute dyspnea, acute abdominal pain and transient ischemic attacks (TIAs)
5. Management of clients with comorbid and complex health problems such as chronic obstructive pulmonary disease, renal failure, congestive heart failure, atrial fibrillation, psychotic disorders, substance abuse, chronic pain, HIV, diabetes, auto-immune disorders, and dementia
6. Management of clients who require complex pharmacologic regimens
7. Evidence-based treatment recommendations and alterations required by client choice or client resources
8. Care coordination for primary care clients who are hospitalized or require long-term care
9. Impact of environmental factors and ethical factors on access, utilization, and provision of health care

# TEACHING METHODS

Online lectures, readings, videos

LEARNING ACTIVITIES

Case studies, presentations, readings, quizzes

# EVALUATION

Students will have weekly assignments of either a case study or a quiz. Weekly assignments are due at the end of each week, Sunday by 11:59pm. Quizzes will open on Mondays at 8am and close on Sundays at 11:59pm, the exception is module 12 which will open Monday at 8am and close on Friday at 11:59pm.

Each student is expected to:

1. Comprehensively read and critically analyze materials assigned for each class topic
2. Successfully complete all assignments
3. Cite all sources in their case studies using APA format, 7th edition

Letter grade for the course will be based on the following:

|  |  |
| --- | --- |
| **Assignments:** | **Percentage of Grade:** |
| Case Studies (6) | 70% |
| Quizzes (6) | 30% |

Weekly assignments are available in the Canvas Course Site. Students should contact faculty in advance if an emergency prevents completion of weekly activities within the assigned time, prior to the due date (see Make Up Policy). Faculty will consider emergency situations on a case-by-case basis. Case studies and quizzes must be done individually. Late case study submissions will be deducted 10% per day, before grading. Quizzes can not be opened up after the due date.

*Feedback on assignments will be returned within two weeks of due date.*

MAKE UP POLICY

Students are responsible for meeting all academic objectives as defined by the instructor.
In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

Students may not attend classes unless they are registered officially or approved to audit with
evidence of having paid audit fees. After the end of drop/add, the Office of the University
Registrar provides official class rolls/addenda to instructors. Students who do not attend at least
one of the first 2 class meetings of a course or laboratory in which they are registered and who
have not contacted the academic unit to indicate their intent may be dropped from the
course. Students must not assume that they will automatically be dropped if they fail
to attend the first few days of class. The academic unit will notify students dropped from
courses or laboratories by posting a notice in the academic unit office. Students may request
reinstatement on a space-available basis if documented evidence is presented. The University
recognizes the right of the individual professor to make attendance mandatory. After due
warning, professors may prohibit further attendance and then assign a failing grade for excessive
absences. Students who have registration changes, at any time during the semester, should verify
their registrations before the last day of class of the term. Retroactive drop/add or other
registration changes will not be permitted.

Requirements for class attendance and make-up exams, assignments, and other work in this
course are consistent with university policies that can be found at:
https://catalog.ufl.edu/graduate/regulations/#text

• Late assignment submission for case studies will be deducted 5 points per day after the submission due date, before grading.
• Due to the nature of the assignment, there is no make-up available for quizzes unless faculty is notified of an emergency prior to the last day of the quiz availability.

GRADING SCALE/QUALITY POINTS

 A 95-100 (4.0) C 74-79 (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

 B 84\*-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 84 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/graduate/regulations/>.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community.

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> . Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

REQUIRED TEXTBOOKS

Chang, A., & Walter, L.C. (Eds.). (2021). Current diagnosis & treatment: Geriatrics (3 ed.). New

York, NY: McGraw Hill. ISBN: 9781260457087 (Available as ebook online
through UF library)

RECOMMENDED TEXTBOOKS

McPhee, S.J., Papadakis, M.A., & Rabow, M.W. (Eds.). (2023). Current medical diagnosis &

treatment (62nd ed.). New York, NY: McGraw Hill

WEEKLY CLASS SCHEDULE

**\*NOTE: Any course content is subject to change to facilitate learning.**

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| --- | --- | --- | --- |
| **DATE****Module** | **TOPIC/EVALUATION** | **READINGS/Assignments** | **Program Outcomes** |
| 5/15-5/19**Module 1** | Welcome and Course Introduction Principles of Geriatric Assessment and Care | Syllabus Chang & Walter (C & W) chapters 1-4, 14  Quiz #1 | 1,2,3,4,5,6 |
| 5/22-5/26**Module 2** | Geriatric Assessment Medical Annual Wellness Exam Preventative and Screening Services | C&W 5-9,20  Case Study #1 | 1,2,3,4,5,6 |
| 5/30-6/2Memorial Day 5/29**Module 3** | Cardiovascular Health Conditions | C&W 29, 39-45, 67  Case Study #2 | 1,2,3,4,5,6 |
| 6/5-6/9**Module 4** | Respiratory and Sleep Disorders  | C&W 46, 59, 66Quiz #2 | 1,2,3,4,5,6 |
| 6/12-6/16**Module 5** | Anemia, Cancer, Common Infections, and Common Skin Disorders | C&W 52-57  Quiz #3 | 1,2,3,4,5,6 |
| 6/19-6/23 Juneteenth 6/19**Module 6** | Rheumatology and Mental Health | C&W 12, 34-36, 58, 60  Case Study #3 | 1,2,3,4,5,6 |
|  ***Summer Break 6/26-6/30*** |
| 7/3-7/7July 4th holiday**Module 7** | Neurological Conditions | C&W 37-38, 64, 69  Quiz #4 | 1,2,3,4,5,6 |
| 7/10-7/14**Module 8** | Endocrine Conditions | C&W 50-51    Case Study #4 | 1,2,3,4,5,6 |
| 7/17-7/21**Module 9** | Gastrointestinal Conditions | C&W 47-48, 61  Case Study #5 | 1,2,3,4,5,6 |
| 7/24-7/28**Module 10** | Genitourinary Conditions and Chronic Kidney Disease | C&W 10-11, 49, 62  Case Study #6 | 1,2,3,4,5,6 |
| 7/31-8/4**Module 11** | Managing Pain Unhealthy Alcohol Use | C&W 63, 70, 72  Quiz #5 | 1,2,3,4,5,6 |
| 8/7-8/11**Module 12** | Social Context of Older Adults Transitions in Care: Hospitalization and Long-Term Care Palliative and End-of-Life Care | C&W 17-18, 22, 28, 30-32  **Quiz #6 -DUE 8/5 at 11:59pm** | 1,2,3,4,5,6 |

Program Objectives

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

Approved: Academic Affairs Committee: 01/08

 Faculty: 07/08

 UF Curriculum: 10/08